

DEAF-MUTES' JOURNAL.

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"There are more men ennobled by reading than by nature."

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The New York Institution.

A BIT OF HISTORY.

The New York Institution for the Instruction of the Deaf and Dumb, at present located on Washington Heights in the City of New York, ranks second in date among American Schools for the Deaf, the American School at Hartford preceding it about a year. Nevertheless, its

of talents and skill as a teacher, Braidwood was totally deficient in steadiness and moral principle. He squandered in dissipation and debauchery the funds entrusted to him, and after a succession of failures, resulting from his weakness, he finally died, a victim to the bottle. In the course of his melancholy eccentricities, he made his way to New York, and collected a few deaf-mutes to form a school in that city, which, however, was soon broken up, like

teacher at the Institution of Bordeaux. The letter was written in excellent English, which M. Gard had studied, and was addressed to "Philanthropists of the United States," and contained an offer of himself as teacher of the deaf and dumb. Mr. Lee handed it to Samuel L. Mitchell, M.D., physician in this city, and a man eminent in his day for learning, philanthropy and social influence. Dr. Mitchell's sympathies were at once aroused,

to whether there were enough deaf-mutes in the city to justify the establishment of a school. The outcome was the first census of deaf-mutes ever made in this country.

In the Spring of 1817, they accordingly met and organized a list of officers and directors, at the head of which was the Hon. DeWitt Clinton, and a petition was presented to the Legislature for an Act of Incorporation. The high character of the applicants, and the unexceptionable, though novel, nature of the application, insured a ready and favorable hearing, and on the 15th of April, 1817, the New York Institution for the Deaf and Dumb acquired a legal existence with the usual corporate privileges.

On March 24th, 1818, several deaf-mutes were gathered at the City Hall, and lent an affecting influence to an address by Dr. Mitchell. The first school day began with Abraham O. Stansbury in charge, on May 20th, 1818, with four pupils, in a room set apart in the city almshouse. In less than a year there were thirty-three pupils, and rooms were hired at 41 Warren Street, Miss Stansbury being engaged as an assistant teacher.

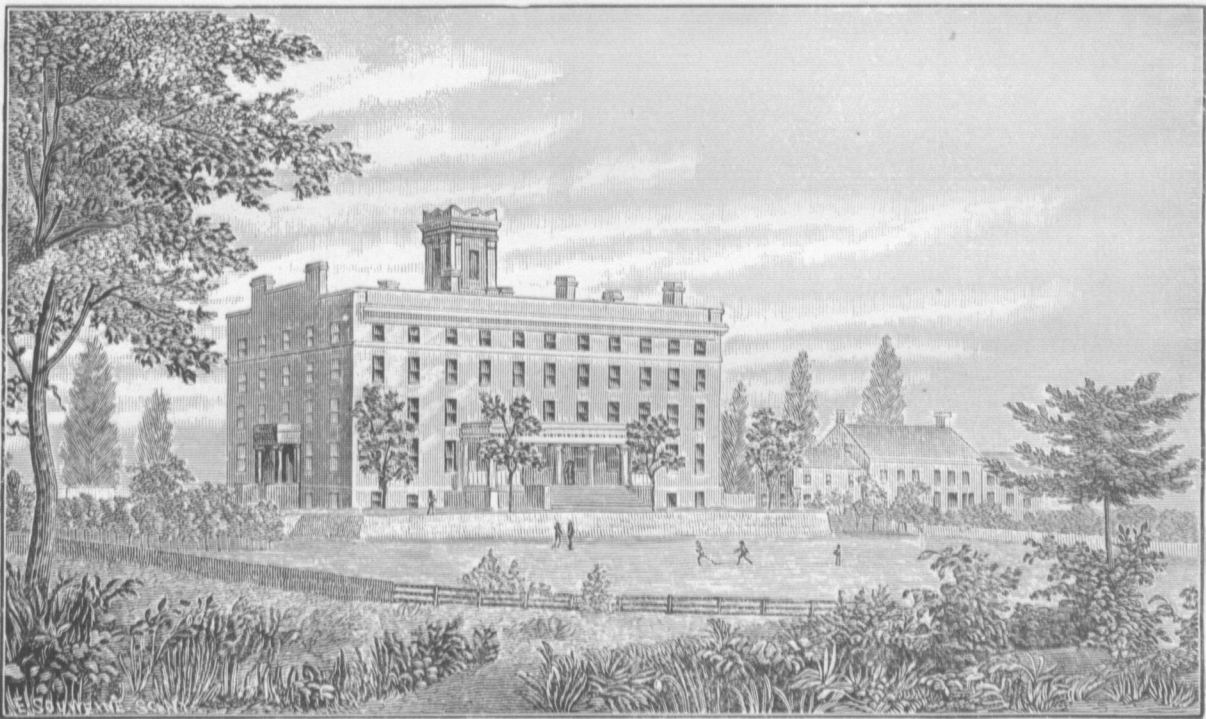
In June following, Mr. Horace Loofborow was engaged as an assistant teacher. In June, 1821, a further grant was obtained from the Legislature of \$2,500, and on the 15th of April, 1822, was passed an Act appropriating \$50 each per annum for thirty-two indigent State pupils, four of whom were to be sent from each Senate district, and authorizing the supervisors of any county in such district to send to the institution, at the expense of the county, any deaf-mutes not provided for by the preceding arrangement. In this way, it was thought, no deaf-mute need be left without instruction. The term of instruction was, however, unfortunately limited to three years. In the meantime, important changes had taken place in the organization of the institution. Mr. Stansbury departed

use of the institution, coupled with three conditions: 1st. That the directors should raise an equal amount; 2d. That the location and plans should receive the approval of the Superintendent of Common Schools and the expenditures be accounted for to the State Comptroller; 3d. That the institution should be subject to the inspection of the Superintendent of Public Schools, this

built up with elegant stone structures, palatial dwellings, churches, hotels, and a grand cathedral, it is difficult to realize that this was then a rural spot, surrounded by green fields, woods and meadows, and reached only by country roads.

The building was dedicated on the 30th of September, 1829. The address on the occasion was delivered by Rev. James Milnor, D.D., Rector of St. George's Church, who, at the election in May, had been chosen

unattempted that would redound to the benefit and reputation of the institution. He always kept it before the public eye, both in the city and at the Capital. He procured teachers who had the making of men that would be considered eminent in any profession. He prepared and published a course of instruction for the deaf and dumb, and originated and furthered, during his life, a system of conventions of teachers of the deaf, which have



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
(At Fifth Street) in 1834.

origin, as will be seen, was as independent as that at Hartford.

Several years previous to the founding of the Institution, there were two distinct attempts made in New York to instruct the deaf. The first effort was made by Rev. John Stanford, a man whose memory is still cherished as a bright example of piety and zealous labor in behalf of the unfortunate. Finding in the almshouse, of which he was chaplain, several children whose ears were closed to the ordinary means of religious teaching, he made an effort to impart some instruction to them. For this purpose, he provided them with slates and taught them to write the names of some familiar objects; but for any further progress, peculiar processes of instruction were necessary, of which he had no knowledge. He consequently found himself compelled to await a more favorable period for the realization of his wishes. The opportunity at length came, as he was subsequently one of the founders of the Institution and a member of the Board of Directors.

At this period, very little was known in America of the success of European teachers. Still it was known, in a general way to men of science, that skill, patience and benevolence had triumphed over the difficulty of deafness and its consequences; and with the names of De l'Epee and Sicard, of Braidwood and Watson, there had probably reached America some rumors of the different systems in use in France and England respectively. Be this as it may, deaf children of wealthy families had been sent from America to Great Britain to be educated. One of these was from New York, the son of a gentleman named Green, who, as early as 1780, was placed under Thomas Braidwood, whose school in Edinburgh attracted so much attention in its day. A letter from Mr. Green, giving an enthusiastic account of his son's progress, appeared in a medical journal, and exerted an influence upon the founders of the New York Institution. At the same time, and for several years preceding, three deaf-mutes of the name of Bolling, belonging to the Virginia family of that name, were also under the care of Braidwood, and were said to have been remarkably well educated.

In the beginning of 1812, John Braidwood, a grandson of Thomas Braidwood, came to America, with the design of setting up a school for deaf-mutes on a magnificent scale. Col. William Bolling, a brother of the three deaf-mutes just mentioned, having himself children afflicted with the same privation, invited young Braidwood to his house, and furnished him with funds to establish a boarding school for the instruction of deaf-mutes, proposed to be located in Baltimore. Possessed

those in Virginia, by his own misconduct.

His undertaking in New York attracted the attention, among others, of Dr. Samuel Akerly, afterward one of the earliest and most efficient friends of the New York Institution of which he was, for ten years, at once physician, secretary, and superintendent, and also the compiler of an early volume of "Elementary

and he conversed with Rev. Mr. Stanford, who, as has been mentioned, had met a number of deaf-mutes in the course of his ministrations, and with Dr. Akerly, whom he knew as a man with a heart open to every call of benevolence. These three gentlemen called a meeting at the house of Rev. Mr. Stanford, at which were present, besides themselves, Gen. Jonas Mapes, Elisha

officer being, at the same time, authorized to visit other institutions for the deaf and dumb, and to suggest to the directors such improvements in the system of instruction as might seem to him desirable. The directors having complied with all the conditions, on the 19th of October, 1827, the corner stone of the new building was laid on Fifth Street, between the Fourth and

as the successor of Dr. Mitchell, in the office of President. Though the cost had exceeded the original estimate by \$15,000, amounting in all to \$35,000, the entire amount, except \$10,000 given by the State, was secured by the directors, who thus far exceeded the conditions imposed upon them by law.

The services of Harvey P. Peet, A.M., who had been associated with

continued to to the present time. He constantly contributed himself, and urged his associates to contribute, articles for various periodicals, chiefly the *American Annals of the Deaf*, supported by all the institutions in the country, and in every way inspired enthusiasm in his associates as well as in his pupils. The result was that the institution gained a full measure of that public favor that was essential to its prosperity.

The buildings at Fifth Street were twice enlarged, and a third addition was in contemplation, when it became evident that the out-of-door space surrounding the Institution would be unfavorably contracted by the construction of new streets and avenues.

Meanwhile the Directors had acquired a title to the premises they had hitherto leased, and it was thought that it would be a wiser policy to sell their land, which had appreciated in value, and purchase a site further removed from the denser portion of the city. They accordingly, with the permission of Commissioners of the Land Office, sold their buildings and grounds, which subsequently became the site of Columbia College, and purchased of Colonel James Monroe his beautiful country seat known as FANWOOD, on Washington Heights, embracing thirty-seven and a half acres of land, and commanding a beautiful view of the Hudson River, which forms its western boundary. This beautiful demesne derived its title from the favorite child of him who gave the country the *era of good feeling*, and, with fitting coincidence, it subsequently became the cognomen of a beautiful little deaf child, who found in the Institution the first mother and home she had ever known.

On the 26th of June, 1866, the closing day of the academic year, was celebrated the semi-centennial anniversary of the Institution. There were in attendance a great number of invited guests, among whom was a large representation from the American Asylum at Hartford.

The character of the occasion may be inferred from the following order of exercises.

1. The chair occupied by Benjamin R. Winthrop, President of the Institution.
2. Reading the order of exercises.
3. Prayer, By Rev. Francis Vinton, D.D.
4. Reading letters from invited guests.
5. Introductory Address.
6. Semi-centennial Address.
7. Address.
8. Other Addresses.

Dr. Gallaudet in the Hartford Institution as an instructor since the year 1822, were secured, and he entered upon his duties on the 1st of February, 1831, and at once, with characteristic vigor, began to introduce the changes which his experienced eye found necessary. He was a man of judgment and indefatigable energy, and he left nothing

For one who sees it now, densely

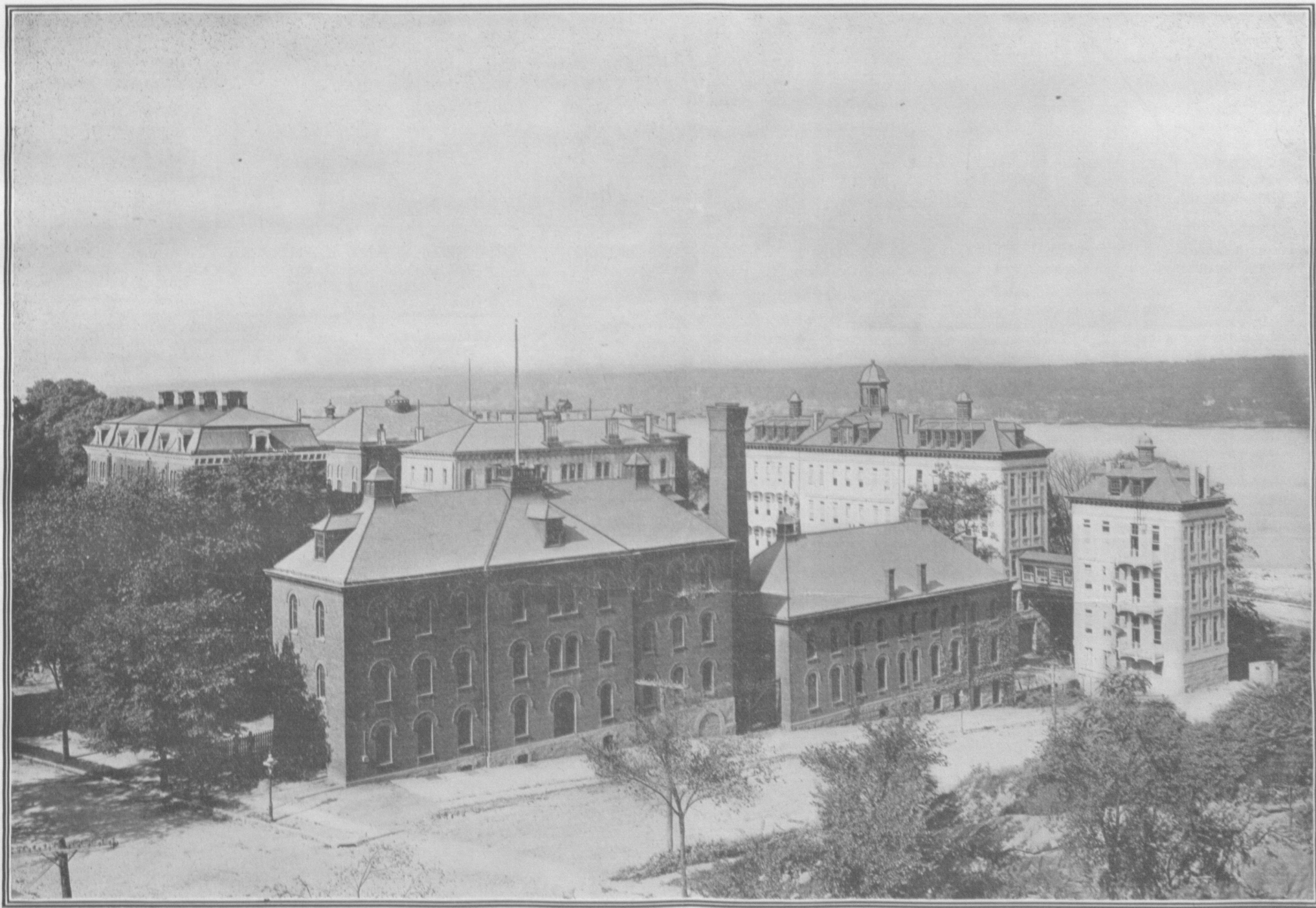
For one who sees it now, densely

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NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
VIEW OF THE INSTITUTION GROUP—Looking Towards the Southwest.

Exercises for the Deaf and Dumb," published in 1821, and not without merit in its day, though long since laid aside.

In 1816 William Lee, Esq., on his return from Bordeaux, France, where he had been consul, brought a circular letter from Mr. F. Gard, the distinguished pupil of the Abbe St. Sernin, and for many years a

W. King, John B. Scott, Silvanus Miller, R. Wheaton, James Palmer, Nicholas Roome, and Rev. Alexander McLeod. This meeting resulted in another more public, at Tammany Hall, at which the feasibility of instructing the deaf and dumb was demonstrated by evidence, which Dr. Mitchell had collected; and then arose the more practical question as

for Europe in May, 1821, and Mr. Horace Loofborow was made Principal. The administrative department of the institution was placed in the hands of Dr. Samuel Akerly, as superintendent and physician, who occupied this post till February, 1831. In 1827, an Act of the Legislature was passed, granting \$10,000 to aid in the erec-

Fifth Avenues, by the Hon. Azariah C. Flagg, Secretary of State, and ex officio Superintendent of Common Schools, in presence of a large assemblage of friends of the institution. The site selected was an acre of ground donated by the city, but some ten acres of land adjoining were leased for the use of the pupils.

For one who sees it now, densely

(Concluded on Fourth Page.)

THE DEAF-MUTES' JOURNAL (published at 103d Street and Broadway) is issued every Thursday; it is the best paper for deaf-mutes published; it contains the latest news and correspondence; the best writers contribute to it.

TERMS.

One Copy, one year \$1.00

CONTRIBUTIONS.

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DEAF-MUTES' JOURNAL.

Station M, New York

"He's true to God who's true to man:

Wherever wrong is done
To the humblest and the weakest
'Neath the all-beholding sun,
That wrong is also done to us,
And they are slaves most base.
Whose love of right is for themselves,
And not for all the race."

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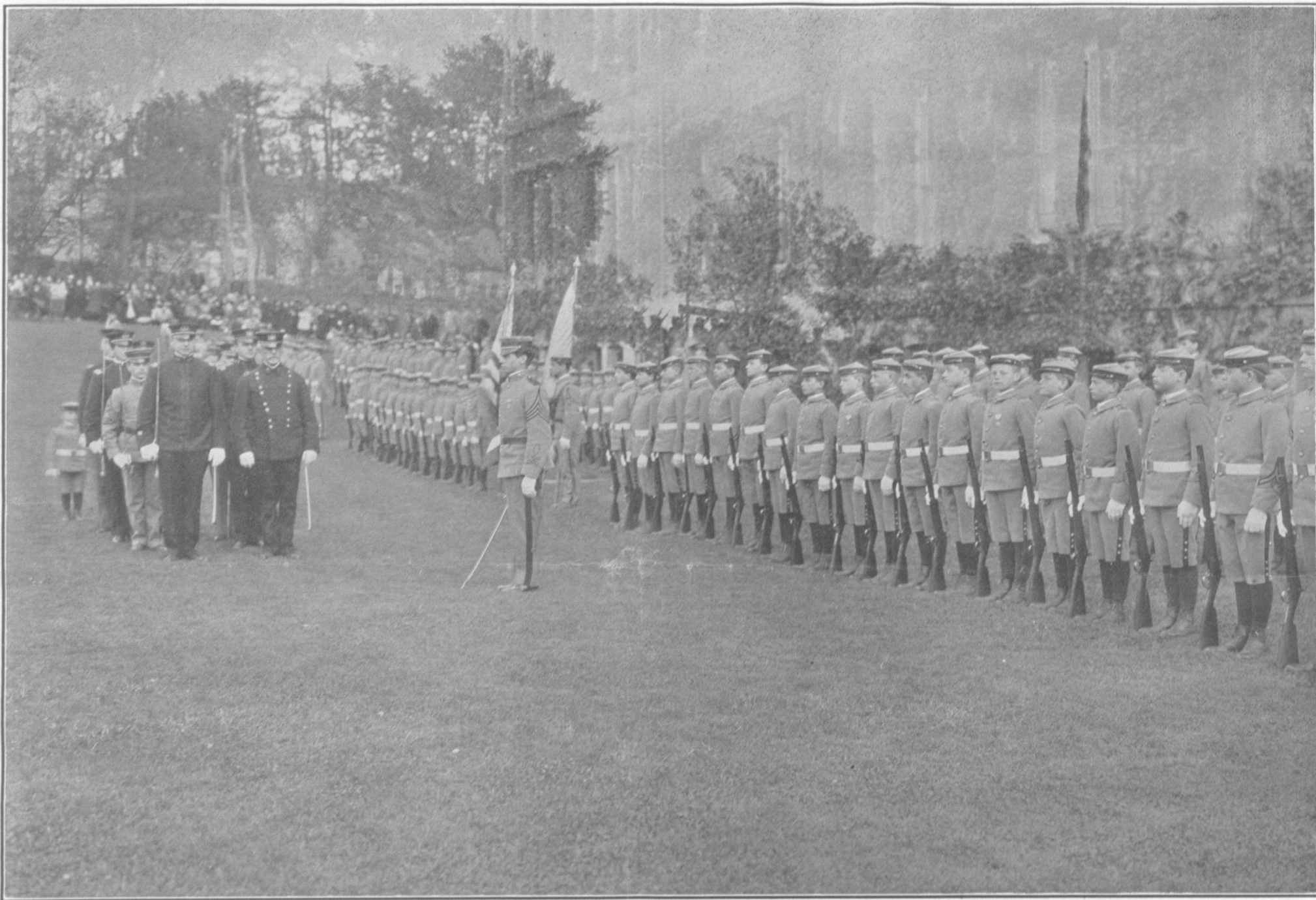
We present this week a special "Fanwood" issue, covering the Commencement Day Exercises, and portraying in picture many of the activities of the work of the Institution, by which the deaf pupils are trained and educated, to the end that their after lives may be useful to themselves, their relatives and friends, and to the several communities in which they may live.

The brief history of this famous Institution, which is comprised in the present number, will no doubt be read by all with keen interest, showing as it does, the beginning of the education of the deaf of this State, and the steady progress which has marked its growth up to the present time.

To-day the New York Institution affords the most varied and complete advantages to the deaf that the world has ever known. The scrupulous thoroughness of their care and education, the training they receive on the parade ground and in the gymnasium, the instruction in different trades that enables them to be self supporting when the time arrives for them to bid farewell to their *Alma Mater*, all combine to the making of good citizens.

In a conglomerate assemblage of children of different creeds, it is absolutely essential that all sectarianism be avoided. And this the Institution is careful to do, while at the same time teaching all those moral principles that are necessary to right living, and impressing upon all the proper attitude of reverence towards Almighty God.

The Institution inculcates the principle of obedience to constituted authority, emphasizes the virtues of integrity and industry, develops the intellectual being, moulds and strengthens the character, and endows its graduates with the ambition and the courage to fight their own battles and independently win the honors and emoluments that the world holds out to honest and well-directed effort.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
Brevet Major-General George Moore Smith, Reviewing the Battalion.

Commencement Day at Fanwood.

THE NINETY-FIRST Commencement of this school came off Tuesday afternoon, June 8th, 1909, at three o'clock.

The program for the day was as follows:—

PROGRAM

- I. Prayer.
- II. Address by the President.
- III. Exercises by the Pupils, conducted by the Principal.
- I. Salutatory Address, with Essay, "American Expositions," by Solomon Zimmerman.

SALUTATORY.

We have great pleasure in welcoming you to our Commencement Exercises.

You will be able to see what has been done in our education and can judge the value of the work this Institution performs. Many different kinds of instruction is given. All of this is meant to produce practical results in after life.

To the instruction and training we owe the ability to go into the world and earn our living, and in spite of our deafness not to be dependent upon anybody, but to work like all other people and become useful citizens.

We welcome you, friends, most cordially.

AMERICAN EXPOSITIONS.

Our first American exposition commemorated the first century of the Republic. It was held in Philadelphia in 1876. That city possesses a beautiful site in Fairmount Park. Through the park flows the Schuylkill, affording great variety of scenery. A large number of buildings were erected for the wonderful and curious exhibits. The exhibition was a revelation to the American people. It gave them, for the first time, some idea of the resources and wealth of the nation. At this exposition some experiments were made with an invention by Alexander Graham Bell. This was the much used telephone of today.

The Chicago exposition was worthy of the city whose founding it was to signalize. But it did not have the attendance that had been expected. It opened just as a panic was beginning to unsettle business, causing forebodings of disaster. Still the ex-

position itself was a splendid success. The courage and energy shown in its buildings, and the results achieved, made the name Chicago a synonym for progress.

The Pan-American exposition was opened in Buffalo in 1901. It made no claim to a world fair. It was an effort to cultivate the friendship and develop the business interests between this country and the South and Central American republics. In 1903, the Louisiana Purchase exposi-

2. Presentation of Cooking Class Methods.
- MUSIC BY VAN BAAR.
3. Kindergarten Exercises.
- (a) A Kindergarten Bird, Game conducted by Rose Forschirm. [Oral.]
- "Five baby birds;
One flew away,
And there were four;

(Enter gentleman and lady)

Lady Washington—"Good afternoon."
Gentleman—"Good afternoon."
General Washington—"How do you do?"
Second Gentleman—"I am well, thank you."
General Washington—"Good afternoon."
Third Gentleman—"Good afternoon."
General Washington—"I am happy to see you."
Fifth Gentleman—"Thank you. I am glad to be here today."

6. Graduating Essay, "Aerial Navigation," by William Aunfort.
7. Presentation by the Field Music.

1. March—Carmen
2. (a) "The Heart Bowed Down"
- (b) Cavalleria Rusticana.
3. March—"My Maryland."
4. Answer.
5. "Auld Lang Syne" (by Giffin & Hoffman)
6. "Star Spangled Banner."

8. Graduating Essay, "Progress of Printing Machinery," by Alfred F. Schoenewaldt.
9. Art Work with the Deaf.

10. Military Exhibit, by C Company.

- (a) Manual of Arms.
- (b) Butts Rifle Drill. Field Music Accompaniment.

11. Graduating Essay, "Lafayette," by William C. Wren.

MUSIC BY VAN BAAR.

12. Presentation of Gymnasium Work.
- (a) Wrestling Drill. (Boys.)
- (b) Exercises with Willow Wands. (Girls.)
- [Fifteen minutes.]

13. Graduating Essay, "The Growth of the Navy," by George K. S. Gompers.

14. Graduating Essay, "Music," with Valedictory Address, by Carl Lautenberger.

"MUSIC."

The ill-tempered King Saul was frequently restored to a peaceful frame of mind by the soothing strains of David's harp. This is one of many illustrations of the mystic force of music which sways our innermost feelings. Who does not feel the thrill of enthusiasm and patriotism in the inspiring strains of our national anthem, the "Star-Spangled Banner?" Music, in a rude form, is found among the most barbarous and savage nations. In ancient times, during the Greek games, in order to encourage musical learning, prizes were awarded in musical competitions, as well as in athletics. It was one of the first steps in the progress in Greek poetical literature, coming under the heading of lyric poetry, the chief feature of this style of poetry being its easy adaptation to both vocal and instrumental music. The most famous names in Greek lyric poetry are Sappho, Pindar, Anacreon and Alcous. In the education of the Greek youth, music was one of three necessary parts, which included all the intellectual accom-

plishments. The present sense of the word "music" is the intelligent combination of tones, whether vocal or instrumental.

According to musical history, from the eighth until the twelfth century, music was merely a form of chanting known as the Ambrosian chant, in which there was no musical rhythm, a long syllable having a long note and a short syllable a short note. Harmony was unknown to musicians for a century or two afterwards. The origin of modern harmony is wrapped in obscurity. Notation and measurement of music were not discovered until the twelfth century. Music gradually advanced step by step, until it has been raised to the rank of a fine art. The compositions of such immortal composers as Beethoven, Mendelssohn, Wagner, etc., are always the leading operas in all music-loving countries.

There are men and women who, by their talent for music, can so sway their audiences as to produce tears or laughter. It has been proved that music is a great sedative for persons suffering from nervousness, and in some hospitals the curative effect of music upon the patients is remarkable. Religious services, unless accompanied by sacred music, lose much of their attraction. Indeed music furnished a large part of the enjoyment of any entertainment. The opportunity to profit by this new addition to the curriculum of the school, has been an especial cause for gratitude from the writer of this essay, whose degree of hearing has been so far developed by this training, that he is now able to receive all his instruction through the ear.

The example of our own band, composed of boys who have a slight sound preception, well illustrates the great value of musical training, and our methods and accomplishments have been pronounced by experts as being wonderful. The idea originated in the mind of the Principal fifteen years ago, when he proposed to establish a military organization and drum corps. It seemed incredible to those with whom he consulted, and he was even laughed at. Nothing daunted, he proceeded to put the idea into execution, and five years later, after the establishment of military instruction, the first attempts were made to teach military music to a number of the boys. The method of instruction was by making the pupils feel the vibrations of the drum upon the diaphragm and also by watching the arm movements of the instructor. The attempt was successful, and after a few experiments with a common door key, instruction in the use of the life was begun. When later the pupils were able to produce notes on a bugle, the Principal conceived the idea of establishing a brass band, which called for a greater amount of ingenuity, on account of the complications of the accompanying parts of the various instruments. Step by step, it rose until it has reached its present degree of perfection, the wonder of the public and the pride of the school.

VALEDICTORY.

To the Gentlemen of the Board of Directors:—We would be derelict in our duty were we to leave our *Alma Mater* without a word of thanks to show our appreciation of your kindness to us. Our future will be replete with recollections of what we owe to you. You have supplied our needs and wants with generosity. Farewell.

To the Principal, Teachers and Officers:—To you belongs the credit for preparing us for outside life. You have moulded our characters in the endeavor to make us upright and honest citizens and to be a credit to our school, and now it remains for us to show whether or not we have profited by your teaching and example. Farewell.

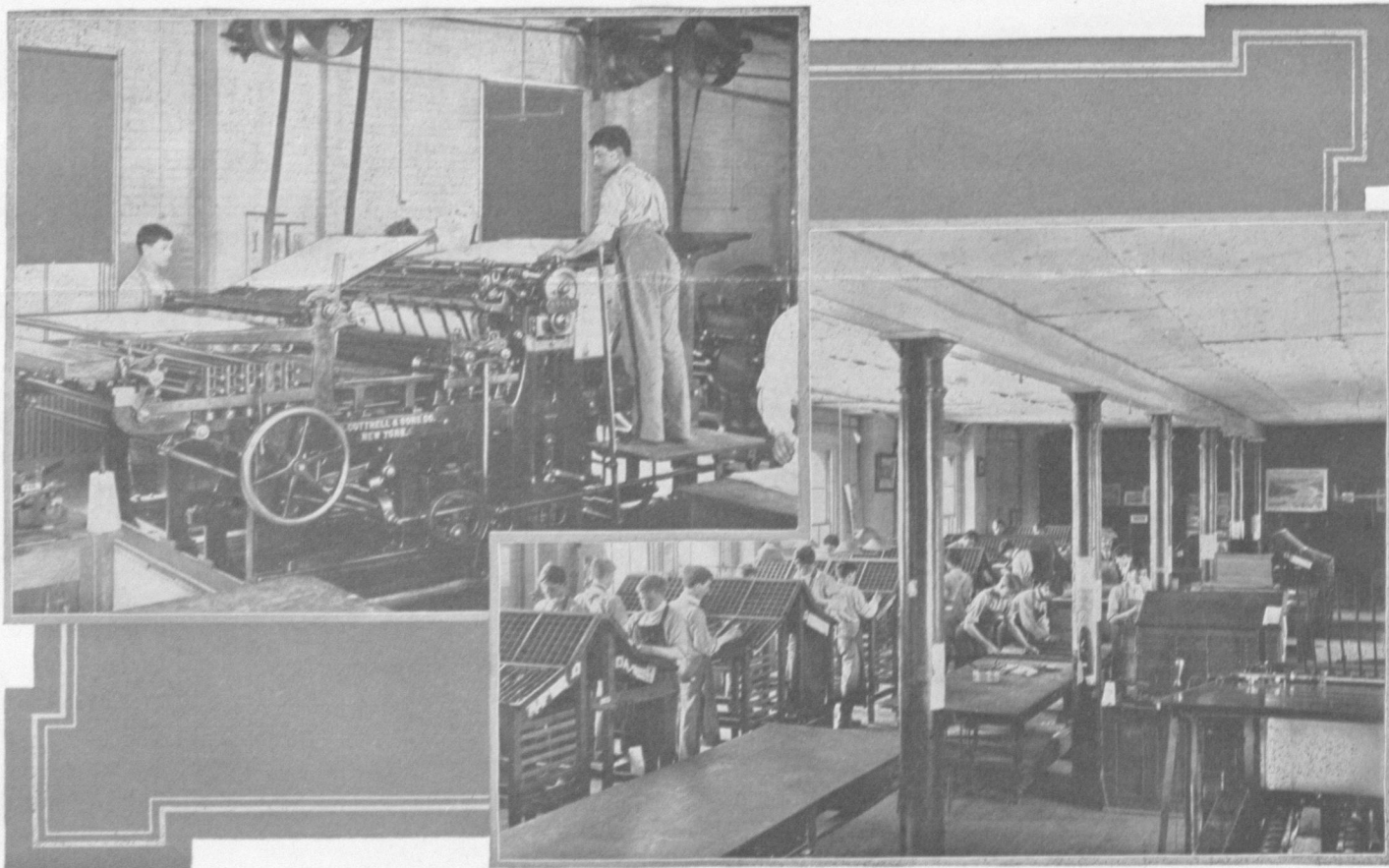
To the members of the Graduating Class and Schoolmates:—We have become bound by strong ties of association which will ever hold us together. We have experienced many pleasures and some disappointments, which have only served to make our friendship stronger. The time for parting has come; let us promise to be true to each other and to our class motto, "Deeds, not Words." Farewell.

10. Report on the Annual Examination, by the Chairman of the Committee on Instruction.

11. Distribution of Diplomas, Certificates and Prizes.

Certificates of good scholarship for the five years' course were given to:—Bertha Levy, William Morgan, William D. Bergman, Dorothy S. Nimmo, Nita Millington, Susan Adcock, David Wax, Toby Jacobs, Frida Rothstein, Mary J. Murdock, Cecilia Gilmour, Herbert Lieberz, Jr., Edith M. Lewis, Raymond Layman, Moses Samovitch, Albert C. Gunter, Jr., Louis Rothkrug, Morris Pincus, Violet Hann, Tillie L. Rupp, Sadie Reibstein, Rebecca Halpern, Leon Borochoy, James Bailey, Louis Steinberg, Otto Stahl, Charles Bromberg, Joseph Dennen.

FOR EIGHT YEARS' COURSE:—John G. Lange, Hudson G. Wells, Moses Neidenberg, Ruby Beir, Helena Berg, Marguerite Gordon, Delma Pearce, Ida Socolof.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

1. Printing the Annual Report.
2. Putting the Annual Report into type.

One flew away,
And there were three;
One flew away,
And there were two;
One flew away,
And there was one.

- (b) A Kindergarten Flower, Game conducted by Frank Florentini. [Oral.]

"This is my garden;
I sow the seeds,
I water the garden,
The sun shines,
The flowers grow,
I pick the flowers."

- (c) The Sailor's Hornpipe by Ten Little Sailors.

- (d) Vacation Days. [Oral.]

Boy—"Vacation is coming."
We'll tell you what we'll do.
I shall go to grandfather's farm.
I shall rake and hoe the garden."
Girl—"I shall go to the shore with my mamma. I shall dig in the sand and make mudpies."

Boy—"I shall fish all summer. My papa bought me this pole. See the line and the hook."

Girl—"I shall jump rope and swing. The I shall play croquet."

Boy—"I am very glad that school is done. Now I can play horse, hoop, and marbles."

Girl—"I shall help my m. ther sweep and dust. I can use a dust cloth. I can use a broom. I shall never be called a shirk."

Boy—"I shall help my papa in the store. Yes, ma'am, anything more. I shall write the order in my book. Then I shall put the pencil over my ear."

Girl—"I shall have a party. I shall use my new dishes and make lemonade."

Good bye, Mr. Currier.
Good bye to you, teacher and dear friends all.
Good bye, little schoolmates.
Good bye till the fall.

- (e) Washington Reception and Dance. [Oral.]

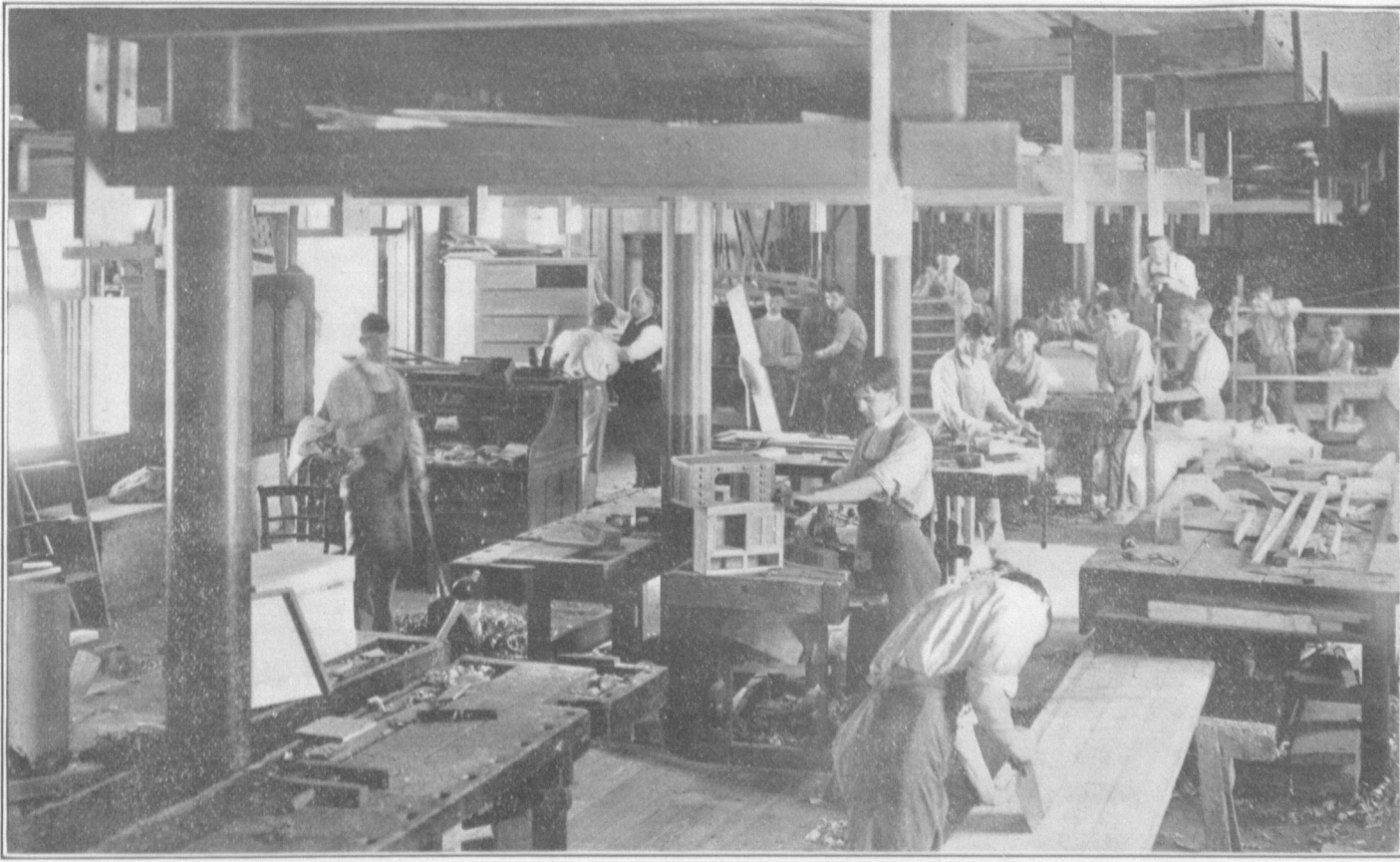
(Enter General and Lady Washington)
Lady Washington—"Will all the people come?"
General Washington—"I hope so, it is a nice day."



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
Kindergarten—Voice Culture.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
Art Classes.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
Cabinet and Carpentry Class Room.

FOR NINE YEARS' COURSE:—George K. S. Gompers.

FOR HIGH CLASS COURSE:—Carl Lautenberger, William C. Wren, William Aufort, Alfred Schoenewaldt, Solomon Zimmerman.

The prizes for Shirts-making were awarded to Alice Carroll and Wanda Makowski.

The prizes for Dressmaking were awarded to Nita Millington and Hattie Schwingler.

The prizes for Plain Sewing were conferred on Carrie Henninger and Tillie Rupp.

The prizes for proficiency in Cooking were awarded as follows:—

5th Female Oral—Frida Albert.
5th Female Oral—Margaret Carroll.

4th Female Manual—Lila Bowers.
4th Female Oral—Dorothy S. Nimmo.

3d Female Manual—Elsie Ohrlé.
2d Male Oral—Moses Schnapp.

The prizes for speed and accuracy in typesetting, punctuality and good conduct during the year, originality and good taste in job work, and general knowledge of printing, were awarded to:—

First Grade—Carl Lautenberger.
Second Grade—William Krieger.
Third Grade—Albert Dirkes.
Fourth Grade—Harry Goldberg.

The prizes for Press Work were awarded to:—

Division I.—Herbert Lieberz, Jr.
Division II.—David Wax.

A prize for marked improvement in typesetting, and for good conduct during the year, was awarded to Alfred F. Schoenewaldt.

Prizes were given to the pupils of each division for proficiency in their respective trades, viz:—

CARPENTERS.
Morning Division—First prize, William C. Wren; Second Prize, C. Fredenberg.

Afternoon Division—First Prize, Hudson G. Wells; Second Prize, John G. Lange.

HOUSE AND SIGN PAINTING.—Frank T. Lux.

SIGN PAINTING.—William H. Aufort and Charles Drake.

From the interest of the bequest made to the Institution by the late Madame Jumel, the following prizes were awarded in the Department of Art:—

ART CLASS PRIZES.

Prize for Drawing.—William H. Aufort.

Prize for Pen and Ink and Mechanical Drawing.—Frederick G. Fancher.

Prize for Mechanical Drawing.—William Bergman.

Prize for Painting.—Walter E. Kadel.

Prize for Design and Originality.—Walter St. Clair.

Prize for Stencilling—Ethel Howe.

Prize for General Excellence in Drawing, Painting, etc.—Jean P. Gruet.

SCHOOL ART CLASSES.
ADVANCED.

Prize Prize—Henry H. Brauer.
Second Prize—William C. Wren.
Honorable Mention.—Alfred H. Schoenewaldt.

INTERMEDIATE.
First Prize.—Evelyn Moore.
Second Prize.—Joseph Gabryelewicz.

PRIMARY.
First Prize.—Charles Phillips.

Second Prize.—M. Schnapp and Moses Steinhauer.
Honorable Mention.—Herbert Carpenter, Michèle Ciavolino and Albert Walton.

The Archibald D. Russell Gold Medal, for highest proficiency in the school of the soldier, was awarded to Cadet Private Stephen Kabanovitch, A Company, Cadet Sergeant Herbert C. Lieberz, Jr., B Company, Cadet Corporal William G. Lux, C Company.

The Principal's Gold Medal, for the best drill officer, was awarded to Cadet Captain Frank M. Nimmo.

The medals provided by General George Moore Smith, for marked excellence in military drill, were awarded to Cadet Oscar Poland and Cadet Henry Andes, A Company; Cadet Sergeant James Quinn, Cadet Corporal John Koepfer, and Cadet John J. Werher, B Company; Cadets Antonio Faneli and Henry A. Koster, C Company.

The medal for General Excellence in Field Music, was awarded to Cadet Edward Trinks.

The Cary Testimonial, for superiority in character and scholarship, was awarded to Delma Pearce.

The Frizzell Prize, for unremitting effort and successful attainment, whether in language, signs, poetry or other studies embraced in the Intermediate Course, was awarded to Ruby Beir.

The Eliza Mott Prize, for improvement in character, was awarded to Helena Berg.

The prize provided by the League of Elect Surds—the Fraternal Society of the Adult Deaf in the City of New York—to be conferred annually upon that male graduate who shall, in the judgment of the Principal, have made best progress in all departments during the year, was awarded to Hudson G. Wells.

The testimonial to be conferred

every year, in accordance with the terms of a bequest to this Institution by the late Harriet Stoner, upon such pupil in this Institution as has not acquired any knowledge through the ear, and at the time of graduation shall be found to have attained the highest comparative excellence in character and study, was awarded to Alfred F. Schoenewaldt.

The Holbrook Gold Medal, for highest excellence in all studies pursued by the High Class, was awarded to Carl Lautenberger.

VII. "All America," recited in signs by the choir and sung by the audience, accompanied by Van Naar.

My country 'tis of thee,
Sweet land of liberty,
Of thee I sing;

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Our fathers' God! to thee,
Author of liberty,
To thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by thy might,
Great God, our King.

VIII. Benediction.

TAPS.

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NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
One of the Cooking Classes.

Wis., formerly a "Chicago lad;" she is staying with her son in Austin, a beautiful suburb of the west. Her son (a hearing man) holds a prominent position in the Post Office.

The writer wishes to correct a mistake in a recent letter. The Buell family have a little daughter instead of a son, as stated previously.

Last Saturday afternoon the tennis club opened, and many of the folks turned out and participated in several games. The club will play every Saturday afternoon throughout the summer. Come for recreation's sake.

The writer is in receipt of a letter from Mr. C. F. Jackson, of Minas, Cuba, a JOURNAL subscriber, in response to an inquiry in the Chicago letter of the JOURNAL of a recent date, for the whereabouts of deaf-mute people living in or around Santa Fe, Cuba. The writer wishes to thank Mr. Jackson for the trouble he has taken.

Tooth-ache sufferers—Persons who complain of not receiving satisfactory dental work, need no longer suffer, if they will patronize Dr. E. S. Walbridge, 5052 Indiana Avenue, whose wife's parents are deaf-mutes of prominence—the Zorbaughs of Iowa. Painless dental work is assured.

To prove this, the Sonnborns and Brimbles received excellent treatment at a reasonable price.

A lawn-fete at the residence of Mrs. J. B. Carpenter has been decided upon as a favorable event for the Home Fund, instead of a picnic. This fete will take place on the Fourth of July, in the afternoon until midnight. The stay-at-home folks will take advantage of it, as it is more pleasant and less harmful than shooting off firecrackers.

How about the proposed Jacksonville, Ill., theatrical stock, to give a Vaudeville show at Hull House, as prearranged for the benefit of the Home fund? Has the project been buried alive?

Our young contemporary, Mr. E. Craig, has secured a two weeks' vacation, and decided to make good use of it and go to his boyhood home in Ohio, where he will visit his parents, whom he hasn't seen for three consecutive years, and also friends. He is to accompany Mr. C. Codman on this trip, June 29th.

Chicago was visited by a Baby Earthquake Wednesday morning two weeks ago, at 8:30.

The word "Baby Quake" seems a trifling thing, comparing it with a real giant one; but when considering the fact that it caused considerable damage to buildings and household goods, it is to be feared.

Dishes were shaken off their resting places and crashed to pieces

taking a tour through Canada, on a prolonged vacation. He will visit "The Great Divide," the famous rendezvous of the tourists. Mr. Haas is employed in a large clearing house, banking establishment—clerkship is the capacity in which he is employed.

Rev. Philip J. Hasenstab has been out on a long tour of the south and west in response to invitations extended to him by the Superintendents of Texas and Oklahoma Schools. If the writer's memory serves him right, Rev. Hasenstab never had the opportunity of going farther beyond the border line of his field until now, and this trip will do him good—both educationally and physically.

Mrs. Van Valen, of Detroit, Mich., is here on a two weeks' visit.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

A Sign Writing Class.

Let us then show our Principal, teachers and friends here, through our lives, that they have not taught us in vain. With best wishes for success to all. Farewell.

Previous to the reading of the Oration, Dr. Fox addressed the Class, and after it addresses were made by Profs. Gardner, Best, Burdick, Mr. Hodgson, and Profs. Thomason and Jones.

During the interim of addresses, the band rendered several selections, among which were "Auld Lang Syne," "Answer," and "Yankee Doodle."

In the evening the members of the Graduating

The New York Institution.

Continued from First Page.

g. Exercises by the pupils.
to. Benediction.

In the report of the proceedings, it is observed that "the interest of the occasion was greatly enhanced by the fact that Dr. H. P. Peet, after more than thirty-six years' service as the head of the Institution, was about to retire, and hence his address was a farewell. His son, Isaac Lewis Peet, L.L.D., who had been for fifteen years Vice-Principal of the Institution, had just been unanimously elected to succeed him."

A second semi-centennial celebration was held by the graduates of the Institution, on the occasion of the second biennial meeting of the Empire State Association of Deaf-Mutes, August 28th, 29th and 30th, 1897. At this remarkable gathering were assembled about five hundred deaf-mutes from all parts of the country as guests of the Institution, probably the largest meeting of the kind the world ever saw. The event of greatest interest on this occasion was the presentation to Dr. H. P. Peet, on behalf of his former pupils, of a valuable silver plate.

Though Dr. H. P. Peet had retired from the active duties of principal, he did not entirely dissolve his connection with it, but continued to live in the Mansion House on the grounds, with the title of *Emeritus-Principal*, and by his counsel and co-operation strengthened the hands of his successor till his death, which took place on the 1st of January, 1893.

On August 23d to 27th, 1890, the Twelfth Convention of American Instructors of the Deaf and the First International Convention in America was held at the Institution, three hundred and fifty delegates and their friends being entertained as the guests of the Institution. It was at this convention that the American Association to Promote the Teaching of Speech to the Deaf was formed and organized. Thus the first oral school for the deaf in America became the cradle of the association whose expressed purpose is to extend and promulgate speech teaching.

Forty years previous, in August, 1850, the initial convention of this body was held at the Institution, and of those who attended the first gathering, but two were present at the last, Rev. Dr. Thomas Gallaudet, and Dr. Isaac Lewis Peet. A pleasant feature of the convention was the presentation to Dr. Peet, by a number of his former pupils, of a life-size oil portrait of himself, and which now adorns the library of the Institution.

The next important event in the history of the Institution was the retirement, on January 1st, 1893, of the venerable Isaac Lewis Peet, L.L.D., who had been actively engaged in the Institution as a teacher for nearly forty-eight years, the last twenty-five as Principal. He was honored by the Board of Directors with the title of Principal Emeritus.

His mantle fell upon Enoch Henry Currier, M.A., who had been intimately associated with him for nearly twenty-one years, and was thoroughly prepared, by familiarity with the theory and practice of deaf-mute education, to assume the responsible position of Principal. Within a month of this appointment, Professor Currier, as Principal, was further honored by being placed in sole charge of the Institution, the system of double responsibility, which had obtained for twenty three years, being finally abolished. The Institution thus resumed its earlier organization with all the advantages of possessing at its head a man fully equipped for the position.

At the very outset of his administration, Principal Currier began a series of radical changes.

One of the first, and probably the most important, was to give every pupil the advantage of instruction in articulation and lip-reading, where before this privilege had been extended only to selected classes of pupils.

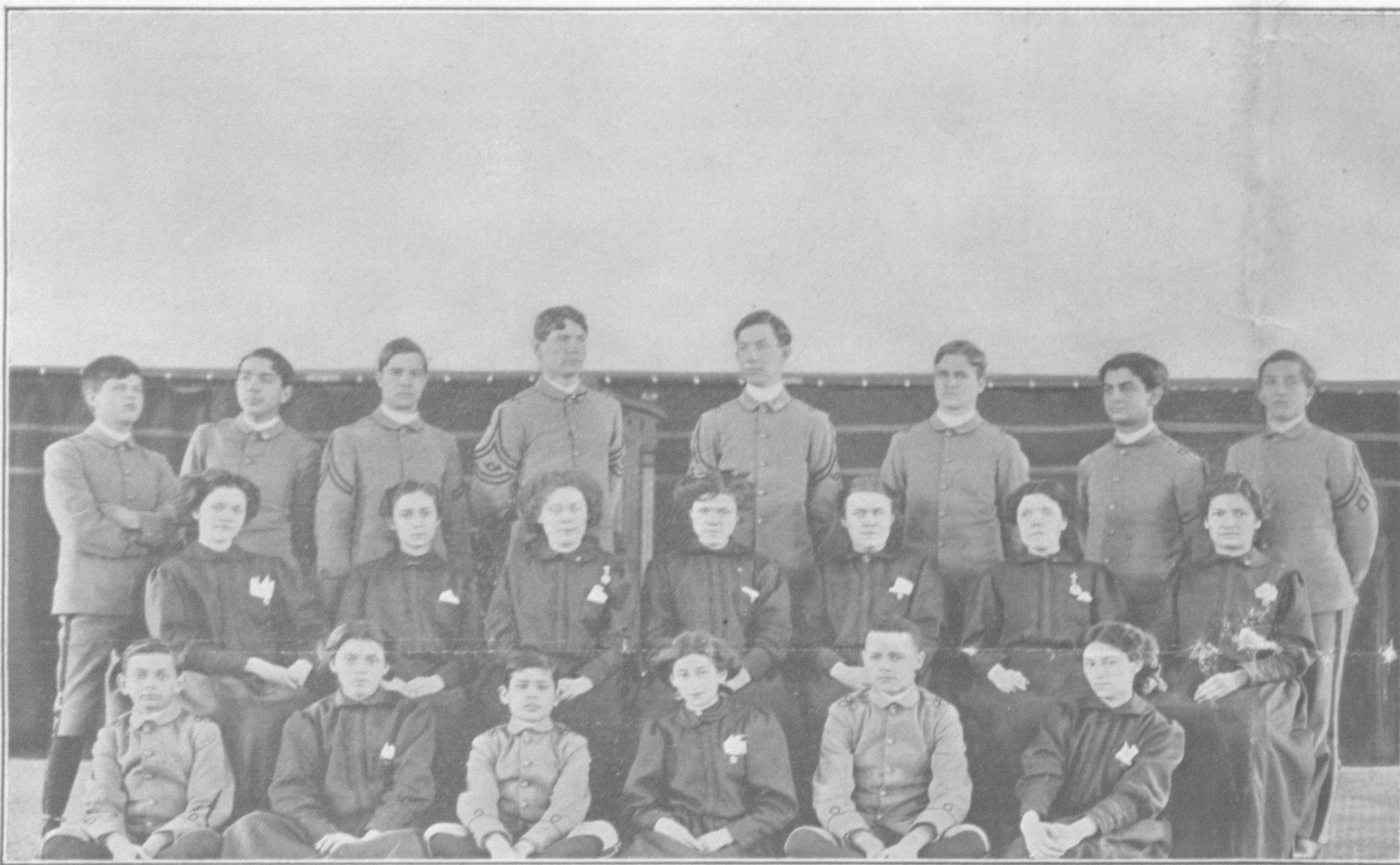
In the year 1894, the Froebel system of kindergartening was introduced. In the light of tradition and experience, this was regarded as a risky undertaking. The skeptics were many, and prophesied a forlorn failure. Beginning with one expert kindergarten with a class of twelve children, the work has progressed until now the Froebel system is employed with one hundred and forty-two children taught by twelve teachers.

A well-equipped gymnasium was opened for the benefit of both boys and girls, and under the direction of a specially qualified teacher, the physical development of the pupils has been well cared for. This feature has undoubtedly made strong and robust many a constitution enfeebled and debilitated by the sickness which caused deafness. It has produced many number of fine and courageous athletes of whose records the Institution is particularly proud.

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one pupils, who voluntarily competed in a literary competition instituted by the *New York Times*, winning cash prizes, medals and certificates, for essays upon Abraham Lincoln, based upon a series of seven papers by Frederic Trevor Hill, certainly demonstrates a high degree of intelligence.

Agriculture which works in co-operation with schools in teaching forestry and its related subjects. This co-operation is not limited to technical schools of forest; is equally open to primary and kindergarten grades; it is as willing to help teach tree study in a first year nature-study class as



TOP ROW—A. J. Geiger H. Dramis W. C. Wren C. Lautenberger Fred. G. Fancher R. Layman S. Zimmerman H. H. Brauer
MIDDLE ROW—Gertrude Doenges Sadie H. Reibstein Ella Hopkins Ida S. Bucher Catherine J. Pederson Kate McGirr Fannie Krumholz
BOTTOM ROW—H. Goldberg Lena Herschleifer S. Goerschanek Lucille C. Left H. G. Richardson Sarah Prager

WINNERS LINCOLN CENTENARY CONTEST.

An innovation that provoked considerable adverse criticism, and indeed was very much ridiculed when first begun, was the addition to the curriculum of Military Drill for the boys. Principal Currier ignored both scoffers and critics alike, and persistently and patiently kept up the instruction, till finally there was no one who witnessed the work of these boys, but admitted, most frankly and sincerely, that the Fanwood Cadets could drill and manoeuvre as well as any military corps of their years that the country could produce. During late years, at Military Tournaments and at competitive drills in different armories of the National Guard, they have invariably carried off the blue ribbon of superiority amidst the applause of admiring multitudes of people.

The next thing undertaken by Principal Currier was still more startling. It was nothing less than a Military Band, made up of selected pupils of the school. Again the carping critics got out their hammers, big and little. And once more, though the progress was slow, the boys justified Principal Currier's faith in their capabilities. At the present time the Band numbers twenty pieces, and includes tubas, altos, trombones, tenors, baritone, and cornets, with drums, fives and cymbals. The repertoire of these deaf musicians is quite extensive, and their execution of the different airs is conceded to be equal to the performance of bands of musicians who can hear.

Great improvements have occurred in the buildings and grounds during the past fifteen years. All of the unsightly and ramshackle makeshifts for heating and laundry work, have been substituted by a splendidly equipped power house and laundry. The Academic and Main buildings have been refurbished interiorly and the former fireproofed. A new infirmary and kindergarten building, of the most modern and fireproof construction, has been added, and the old wooden "Cottage Hospital" has been replaced by a model fireproof structure, with the most up-to-date sanitary appliances.

In 1903, Principal Currier completed thirty years of service as professor and Principal, ten of which had been passed in the latter office, and in commemoration of the event, he was presented with a magnificent bronze statue with pedestal, representing Fortuna, the goddess of good luck.



THE LINCOLN MEDAL AWARDED BY THE NEW YORK TIMES.

flying through the clouds above the earth upon a winged wheel.

During Principal Currier's incumbency, the standard of attainment by the pupils has been steadily raised, although the average age of the scholars is from five to ten years lower than formerly. The recent triumph of twenty-one out of thirty-

gence as well as the ability to understand and use expressive and grammatical English. Principal Currier has made a great Institution still greater, and that he may continue many more years in the beneficent and uplifting work of educating the deaf, is the wish of all who have their best interest at heart.

Schools Introducing Forestry

Forestry is attracting wide attention among the schools of the United

to assist in the establishment of a professional forest school.

This section of education, as it is called, is now working out model courses of study for graded and high schools, in co-operation with the public schools of Washington, D. C., and Philadelphia, Pa. The work in Philadelphia is being conducted by W. N. Clifford, head of the Commerce Department of the Southern High School where he is building up a modern equipment and evolving a



CERTIFICATE OF MERIT, LINCOLN CONTEST, AWARDED BY THE NEW YORK TIMES.

States. Not only have many colleges and universities introduced courses and even professional schools of forestry, but elementary phases of the subject have been introduced into hundreds of the graded and high schools, and teachers give enthusiastic reports of the success which is attending the new study.

Public school teachers say that they have found in it a subject interesting to children, and one which furnishes much attractive, tangible, material to work upon, developing the child's observation, and being at once acceptable to the young mind, and most practical.

The public schools of Washington, D. C., and of parts of Iowa are in the vanguard of this movement. Every graded school in Washington and a large number of the rural schools of Pottawattamie County, Iowa, are now teaching the elements of forestry.

In Iowa, the subject is being taught as a commercial course in connection with home geography and agriculture, while in the Washington schools it is used in the nature study courses. The four upper grades of the Washington schools are studying the forest and this year all are following practically the same outline; next year this outline will be confined to the fifth grade, while the other grades will follow an outline one step advanced, and so on until by the fourth year a four-year course will have been introduced. As a preparation for the work, forestry has been taught in the Normal School of the District of Columbia for several years past, and when the young student teachers take up the actual work of teaching they are already familiar with the details of elementary forest study. Prominent among the other normal schools of the country to take up work of this kind are those of Cleveland, Ohio; Rochester, N. Y.; and Joliet, Ill.

There is a Section in the Forest Service of the U. S. Department of

PICNIC and GAMES

OF THE

New Idea Club

of Deaf-Mutes

AT ULMER PARK

Bensonhurst

Saturday Afternoon and Evening, July 3, 1909

ARRANGEMENT COMMITTEE:

John D. Buckley, Chairman
John D. Shea Charles McManus
Joseph F. Graham John C. Kelly

Prizes will be given to the winners
Marathon and Relay Races
and other games.

Music by our Favorite. Tickets, 25c.

How to reach the Park—By taking Fifth Avenue Elevated (Bath Beach train.)

SUMMER CIRCUS and Strawberry Festival

AT

ST. ANN'S CHURCH

148th Street, West of
Amsterdam Avenue

Saturday Evening, June 12th,

AT 8:30 P.M.

TICKETS, - - 25 CENTS

COMMITTEE—E. E. Elsworth, W.
W. Thomas and Fred King

TWENTIETH ANNUAL OUTING and GAMES

UNDER THE AUSPICES OF

The League of Elect Surds

— AT —

ULMER PARK, Brooklyn, N. Y.

How to REACH THE PARK—Take "L" trains at Manhattan end of Brooklyn Bridge marked "Ulmer Park" on front. Or a pleasant sail for five cents from Battery to 39th Street, Brooklyn, thence via trolley direct to the Park. Several trolley routes. Only one block walk from train or trolley.

Saturday, Afternoon and Even'g, August 7, 1909

The Park will be open at one o'clock.

TICKETS, - 25 CENTS

Deaf-Mutes' Union League vs. Clark Deaf-Mute Club

At 2:30 P.M., the DEAF-MUTES' UNION LEAGUE will play a match game of base ball with the CLARK DEAF-MUTE CLUB, for a prize of \$5.00, given by the LEAGUE OF ELECT SURDS.

At 4:30 P.M. there will be ONE MILE RELAY RACE, open only to organized Deaf-Mute Clubs or Societies. Entrance fee \$2.00 per team of four. A handsome Loving Cup will be awarded the winning team. Entries close July 24th, 1909, with Anthony Capelli, School for the Deaf, Station M, New York City.

In the early Evening there will be games for Tots, Children and Ladies, and Prizes awarded to the winners. Dancing will follow, and PROF. HILGEMAN and his musicians will be there to furnish the music.

COMMITTEE—Anthony Capelli (Chairman), Max Miller, Ed. McKerahan

Sixteenth Annual PICNIC and GAMES

OF THE

New Jersey Deaf-Mute Society

(Proceeds for the Death Fund)

At Fram Garden Park

COR. 16TH AVE AND 18TH ST.,

NEWARK, N. J.

Saturday, July 17, 1909
Afternoon and Evening

Music by Farrell Bros' Orchestra

Tickets, 25 Cents

How to reach the Park. Take the Plank-Road Cars from Pennsylvania Railroad at Jersey City and Newark. (Rain or shine).

SUMMER SOCIAL

under the auspices of the

The Ladies' Aid Society

of the

Hebrew Congregation of the Deaf

to be held at

1578 LEXINGTON AVENUE

Bet. 100th and 101st Sts.

Saturday, June 12, 1909
at 8:15 P.M. sharp

Admission, - - 25 cents
(including refreshments)

ENTERTAINMENT COMMITTEE:

Miss L. MacLair, Chairlady
Miss B. Fink Miss A. Bernhardt

Handsome Prizes awarded to winners of games.

Homorous Story Contest

PRIZES WILL BE AWARDED THE BEST AND SECOND BEST

AT THE ROOMS OF

BROOKLYN DIVISION

No. 23, N. F. S. D.

BLANEY THEATRE BUILDING

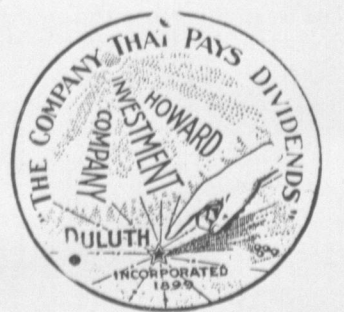
Bedford Ave. and S. 10th St.

BROOKLYN

Saturday evening, June 26, 1909

8:30 P.M.

TICKETS, - - 25c. EACH
Pay at the Door.



We are still here.

We continue to grow.

We are paying dividends as usual.

We offer as heretofore:

1. A safe investment for sav-
ings.

2. An inducement to save.

Our stockholders have that satisfied feeling.

For information address:

JAY COOKE HOWARD, Sec'y,
Duluth, Minn.

THIS SPACE RESERVED FOR

Whom
What
When
Where

Just Watch for Particulars.

<p>No. 124</p> <p>The New York Times.</p> <p>Sincere Composition Contest</p> <p>New York, March 1st 1909</p> <p>Pay Five Dollars to the order of</p> <p>Myrtle Barragar</p> <p>First Winner in New York Times Sincere Composition Contest.</p> <p>THE CORN EXCHANGE BANK, NEW YORK.</p> <p>85c</p>	<p>No. 111</p> <p>The New York Times.</p> <p>Sincere Composition Contest</p> <p>New York, March 1st 1909</p> <p>Pay Five Dollars to the order of</p> <p>Ella McWhorter</p> <p>First Winner in New York Times Sincere Composition Contest.</p> <p>THE CORN EXCHANGE BANK, NEW YORK.</p> <p>85c</p>
<p>No. 130</p> <p>The New York Times.</p> <p>Sincere Composition Contest</p> <p>New York, March 1st 1909</p> <p>Pay Five Dollars to the order of</p> <p>Catherine J. Pederson</p> <p>First Winner in New York Times Sincere Composition Contest.</p> <p>THE CORN EXCHANGE BANK, NEW YORK.</p> <p>85c</p>	<p>No. 145</p> <p>The New York Times.</p> <p>Sincere Composition Contest</p> <p>New York, March 1st 1909</p> <p>Pay Five Dollars to the order of</p> <p>Myrtle Barragar</p> <p>First Winner in New York Times Sincere Composition Contest.</p> <p>THE CORN EXCHANGE BANK, NEW YORK.</p> <p>85c</p>
<p>No. 129</p> <p>The New York Times.</p> <p>Sincere Composition Contest</p> <p>New York, March 1st 1909</p> <p>Pay Five Dollars to the order of</p> <p>Isabel Quaker</p> <p>First Winner in New York Times Sincere Composition Contest.</p> <p>THE CORN EXCHANGE BANK, NEW YORK.</p> <p>85c</p>	<p>No. 139</p> <p>The New York Times.</p> <p>Sincere Composition Contest</p> <p>New York, March 1st 1909</p> <p>Pay Five Dollars to the order of</p> <p>Myrtle Barragar</p> <p>First Winner in New York Times Sincere Composition Contest.</p> <p>THE CORN EXCHANGE BANK, NEW YORK.</p> <p>85c</p>

XAVIER DEAF-MUTE CLUB
STRAWBERRY FESTIVAL
At Club House—205 West 14th Street
EVENING OF JUNE 20TH.

PICNIC BROOKLYN DIVISION
N. F. S. D.

Washington Park—Maspeth
SAURDAY, AUGUST 28TH.

CHECK, LINCOLN CONTEST MONEY PRIZE, PRESENTED BY THE NEW YORK TIMES.